DOCUMENT RESUME

ED 465 961 CS 511 114

| | |
|---|---|
| TITLE | Language Arts Curriculum Framework: Sample Curriculum Model, Grade 6. |
| INSTITUTION | Arkansas State Dept. of Education, Little Rock. |
| PUB DATE | 1998-00-00 |
| NOTE | 54p. |
| AVAILABLE FROM | For full text: http://arkedu.state.ar.us/curriculum/benchmarks.html. |
| PUB TYPE | Legal/Legislative/Regulatory Materials (090) |
| EDRS PRICE | MF01/PC03 Plus Postage. |
| DESCRIPTORS | Communication Skills; *Curriculum Development; *Grade 6; Intermediate Grades; *Language Arts; *Listening Comprehension; Reading Improvement; *Reading Strategies; Speech Skills; Student Evaluation; Teaching Methods; Writing Improvement; *Writing Strategies |
| IDENTIFIERS | *Arkansas; Graphic Organizers |

ABSTRACT

Based on the 1998 Arkansas English Language Arts Curriculum Frameworks, this sample curriculum model for grade six language arts is divided into sections focusing on writing; reading; and listening, speaking, and viewing. The writing section's stated goals are to help students employ a wide range of strategies as they write; use different writing process elements appropriately to communicate to different audiences for a variety of purposes; and apply knowledge of language conventions to print and non-print texts. Reading strategies are structured to help students comprehend, evaluate, and respond to works of literature and other kinds of writing which reflect their own cultures and developing viewpoints as well as those of others. The reading section also focuses on guiding students to demonstrate a willingness to use reading to continue to learn, to communicate, and to solve problems independently. The listening, speaking, and viewing strategies focus on helping students develop and apply these communication skills through a variety of informal and formal opportunities. Each section lists student learning expectations; sixth grade benchmarks; assessments; and strategies/activities. In addition, the writing section includes a four-item list of definitions of general performance standards; an explanation of scoring student responses to writing prompts; and a five-item list of domains and definitions. The reading section also contains seven examples of graphic organizers. (PM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 465 961

http://arkedu.state.ar.us/pdf/lang_6.pdf

The Arkansas Department of
Education

# Language Arts Curriculum Framework: Sample Curriculum Model Grade 6

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

J. Wright

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

CS 511 114



BEST COPY AVAILABLE

# Sample Curriculum Model

## Grade 6

## English Language Arts

*Users of this document are referred to the*
*"Introduction to the Revised Language Arts and Mathematics Frameworks (K-12)"*

The curriculum frameworks revision committees suggested that the Arkansas Department of Education create sample grade level benchmark documents to model how a local district could use the frameworks to direct curriculum work. This effort has resulted in the sample Benchmark documents and sample Curriculum model documents in Language Arts and Mathematics for grade clusters K-4 and 5-8. The grade level benchmarks are tied directly to the curriculum frameworks. They contain *suggestions* for classroom assessments (and cite the options listed in the framework) and *suggestions* for strategies/activities.

*The grade level benchmarks are intended to support local curriculum work; they are not intended to replace local curriculum work.*

Benchmarks and Model Curriculum are based on the
1998 Arkansas English Language Arts Curriculum Frameworks

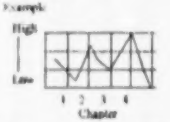
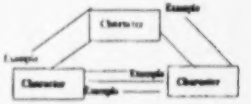
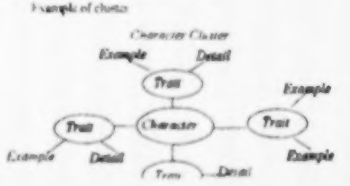
**Arkansas Department of Education 1999**

**Grade level: 6**
**Strand 1: Writing**

**STRAND 1: WRITING**
**CONTENT STANDARD 1: Students will employ a wide range of strategies as they write and use different writing process elements appropriately to communicate different audiences for a variety of purposes.**

| STUDENT LEARNING EXPECTATIONS | SIXTH GRADE BENCHMARKS | ASSESSMENTS | STRATEGIES/ ACTIVITIES |
|---|---|---|---|
| **W.1.1.**<br>**Write in class for uninterrupted periods of time about experiences, thoughts and attitudes of self and others.**<br><br>**W.1.2.**<br>**Write in a variety of forms such as personal narrative dialogue, persuasive essays, messages and letters, poetry, advertisements.**<br><br>**W.1.3.**<br>**Write to reflect personal, multicultural and universal ideas.** | Students will write with and without prompts in personal journals or specified formats for specific periods of time on a regular basis.<br><br>Students will write with increased independence based on real-world and classroom experiences and instruction. | Learning log entries<br>Analysis of journal entries, student writing samples, learning logs<br>Rubric<br>**Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:**<br>statewide<br>teacher-made tests<br>portfolio<br>project<br>checklist<br>observation<br>performance<br>exhibition<br>demonstration<br>log/journal<br>writing | **Students write daily across the curriculum**<br>Learning logs<br>Personal journals<br>Dialogue journals*<br>Double-entry journals* (or two-column notes) from a literary text<br>Reflection essays based on experiences and/or on reading<br>Letter writing for personal and business purposes (e.g., placing an order, corresponding with authors, returning a product, justifying an action, etc.)<br>Poetry (e.g., haiku, cinquain, sonnets, couplets, limericks, ballads, etc.)<br>Use reading as a springboard for writing such as a character analysis.<br>**SEE R.1.4., R.1.16, R.2.1, R.2.4.-.6.**<br>*dialogue journal: students trade logs and comment on the learning<br>**double-entry journal:* a reading log in which the page is divided into two columns. The first column is labeled "In the text" or "Quotes" and the second is "My Responses."<br>**two-column notes:* students record main ideas from reading on the left and details on the right or opinion on the left and hypothesis on the right, etc. |

**Grade level: 6**
**Strand 1: Writing**

| STUDENT LEARNING EXPECTATIONS | SIXTH GRADE BENCHMARKS | ASSESSMENTS | STRATEGIES/ ACTIVITIES |
|---|---|---|---|
| **W.1.4.**<br>**Analyze thinking through the writing of explanations, directions, outlines and story maps.** | Students will analyze in writing the components of what they have learned, by explaining content and/or process, by constructing simple outlines, and by identifying and categorizing story elements. | Samples of student writing<br>Rubric<br>Product such as story map or sociogram, etc.<br>**Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:**<br>statewide<br>teacher-made tests<br>checklist<br>observation<br>performance<br>exhibition<br>demonstration<br>log/journal<br>writing | Explain charts, diagrams, illustrations, lists, etc.<br>Explain in writing how to work a math problem<br>Write directions to a specific location or to follow a process (such as constructing a cube or another geometric solid)<br>Develop a story map to show story elements or plot profile*<br>Create a sociogram* to show character relationships<br>Outline text in a traditional format<br>Explore text by clustering* or notetaking<br>Analyze a two-step word problem<br>1. Delete extraneous information<br>2. Determine the order of computation<br>3. Complete the computation<br>4. Assess reasonableness of answer<br>**SEE R.1.2, R.1.6.,R.1.16 LSV.1.3, LSV.1.4.**<br>**plot profile*: using a graph to "profile" elements of a story, such as tension, from chapter to chapter<br>  <br>*sociogram*: a graphic that explores the relationship among characters in a story<br>  <br>*clustering: A method of organizing (mapping*) ideas and elements of text (i.e., theme, setting, style, character, etc.)<br>  |

Grade level: 6
Strand 1: Writing

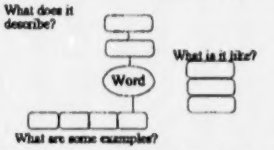
| STUDENT LEARNING EXPECTATIONS | SIXTH GRADE BENCHMARKS | ASSESSMENTS | STRATEGIES/ ACTIVITIES |
|---|---|---|---|
| **W.1.5.**<br>**Collect, organize, and present data from a wide variety of informational and technological resources, e.g., CD-ROM and interviews.** | Students will use available technological and human resources to collect and organize information for writing.<br><br>Students will use technology to advance the writing process. | Checklist<br>Observation<br>Performance and Product<br>Evidence of writing process<br>Sample of student writing<br>**Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:**<br>portfolio<br>checklist<br>observation<br>performance<br>exhibition<br>demonstration<br>log/journal<br>writing | Survey others for specific information<br>Use technology to share responses to learning<br>Use multiple kinds of resources (at least three) such as technology, print and human to research a specific topic such as pets or history of a favorite sport<br>Write a short paper with a bibliography<br>Use the word processor for the five-step process of writing<br>Assign students to gather information using notetaking techniques and to summarize and present the information<br>**SEE R.2.2.-.5., LSV.1.12., W.1.7.-.11.** |
| **W.1.6.**<br>**Maintain and evaluate a collection of writing samples.** | Students will select and collect writing samples evaluated by using tools such as a writer's checklist or rubric. | Portfolio<br>Portfolio rubric<br>State writing rubric<br>Portfolio selections<br>**Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:**<br>portfolio<br>checklist<br>observation<br>performance<br>exhibition<br>demonstration<br>log/journal<br>writing | Discuss with students the purpose and contents of a writing portfolio<br>Provide multiple opportunities to write<br>Provide multiple opportunities to reflect on their own writing<br>Have students choose writing samples that indicate knowledge and use of the five-step writing process<br>Instruct students to select writing samples from content areas that indicate proficiency in the five domains of the state writing assessment (attached to this document)<br>**SEE W.1.7.-.11.** |

Grade level: 6
Strand 1: Writing

| STUDENT LEARNING EXPECTATIONS | SIXTH GRADE BENCHMARKS | ASSESSMENTS | STRATEGIES/ ACTIVITIES |
|---|---|---|---|
| **W.1.7.**<br>**Apply a variety of prewriting activities including clustering, brainstorming, dialogue, drawing, role playing and learning logs.**<br><br>**W.1.8.**<br>**Develop a first draft that focuses on a central idea.**<br><br>**W.1.9.**<br>**Revise writing based on student-teacher collaborative feedback in order to re-examine for purpose, audience, voice and sentence effectiveness.**<br><br>**W.1.10.**<br>**Edit using resources to correct spelling, punctuation, grammar and usage.**<br><br>**W.1.11.**<br>**Select a publishing form and produce a completed writing product.** | **The writing process encompasses Student Learning Expectations W.1.7 through W.1.11. and Content Standard 2.**<br><br>Students will choose and apply appropriate pre-writing strategies for a variety of writing purposes across the curriculum.<br><br>Students will create a first draft focusing on developing a central focus: topic sentences, elaboration though details and explanation, lack of digression, and logical organization.<br><br>Students will revise writing using various tools/methods such as collaboration, a revision checklist or scoring guide.<br><br>Students will use a dictionary, thesaurus, collaboration, or other appropriate resources to edit for accuracy in spelling, punctuation, grammar and usage.<br><br>Students will complete a final draft and publish appropriately (newsletter, bulletin board, website, class book, portfolio, etc.). | Checklists (evidence of completion of the five-step process)<br>Scoring guides for revision, editing, complete process, etc.<br>State assessment writing rubric (attached to this document)<br>Student/teacher conference at any or at all steps<br>Self assessment<br>Portfolio<br>**Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:**<br>statewide<br>portfolio<br>checklist<br>observation<br>performance<br>exhibition<br>demonstration<br>log/journal<br>teacher-made test<br>writing | Teacher models appropriate use of pre-writing strategies for a specific assignment such as semantic map* on the causes of the Crusades, KWL chart on plants/ photosynthesis, etc.<br>Students practice using various pre-writing strategies<br>Whole class pre-writing and drafting to model process and skills<br>Use pre-writing activity to write a rough draft<br>Revise rough draft for content, style, sentence formation, usage, and mechanics. (See attached ACTAAP rubric.)<br>Revise independently or with others (e.g., teacher, other adult, peer or a combination of these)<br>Use editing checklist for mechanics (spelling, capitalization, punctuation, grammar, formatting, usage, etc.)<br>Publishing:<br>Displays: student writing displayed on a classroom clothes line, bulletin board, book for the library, website<br>Author's Chair: read aloud to others<br>Submissions: contests, class anthology, literary magazine, newspaper<br>*semantic map: a graphic clustering of words that are significantly related |

Grade level: 6
Strand 1: Writing

**CONTENT STANDARD 2: Students will apply knowledge of language conventions (e.g., spelling and punctuation) to print and nonprint texts.**

| STUDENT LEARNING EXPECTATIONS | SIXTH GRADE BENCHMARKS | ASSESSMENTS | STRATEGIES/ ACTIVITIES |
|---|---|---|---|
| **W.2.1.**<br>**Use developmentally appropriate spelling, usage and mechanics in writing.**<br><br>**W.2.4.**<br>**Expand content-specific and personal vocabularies in writing.** | Students will write with developmentally appropriate mechanics (capitalization, punctuation, formatting, and spelling).<br><br>Students will write with developmentally appropriate usage of inflections, agreement, word meaning and conventions of English.<br><br>Students will write complete sentences in a variety of patterns (simple, compound, complex, etc.). | Writing samples<br>Teacher observation<br>Rubrics<br>Portfolio selections<br>Personal dictionary<br>**Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:**<br>statewide<br>portfolio<br>checklist<br>observation<br>performance<br>log/journal<br>teacher-made test<br>writing | Provide opportunities to write daily in all content areas<br>Model strategies (e.g., For unknown/ uncertain spelling, have students "mark" the place by using a few letters or attempting to spell with approximation and returning to replace with correct spelling)<br>Look at a new word in context, say it to self, say each letter, close eyes and spell to self, write the word and check the spelling, write the word again and check spelling --use a similar strategy to learn new vocabulary in context<br>Make a personal dictionary of new words<br>For developing content-specific and personal vocabulary from context: word walls*, word chains*, word maps*, word sort*, word banks*, etc.<br>Study root words and affixes<br>**SEE LSV.1.2., R.1.10, R.1.14.**<br>**word wall*: An area on which to post words students are learning<br>**word chain*: A technique of word study by which words are sequenced before or after a word to create a chain (i.e., *larva, cocoon, butterfly* or *fuss, scold, reprimand, correct*). Chains may be written on paper or on paper chains.<br>**word map*: Write a word in a center circle and then draw rays from the center and write significant information about the word to make connections between the study and the word<br>  <br><br>**word sort*: Students collaborate to sort words into two or more categories<br>**word bank*: A student's collection of words learned or to study |

| STUDENT LEARNING EXPECTATIONS | SIXTH GRADE BENCHMARKS | ASSESSMENTS | STRATEGIES/ ACTIVITIES |
|---|---|---|---|
| **W.2.5.**<br>**Evaluate style in relation to purpose and audience.** | Students will apply in writing developmentally appropriate elements of style (selected vocabulary and information, sentence variety and appropriate tone/voice). | Samples of R.A.F.T. writing<br>Analysis of personal journals and writing samples<br>Writing samples<br>**Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:**<br>portfolio<br>checklist<br>observation<br>performance<br>log/journal<br>teacher-made test<br>writing | Have students write from a different perspective or to a different audience about the same event (bystander or participant for the same event)<br>Provide opportunities for R.A.F.T. writing...*<br>Maintain personal journals<br>Use of appropriate tone for purpose/subject such as a playful tone for writing about parties or serious tone for writing about a sad or solemn occasion<br>**SEE R.1.10.**<br>**R.A.F.T.*: A technique by which a student's writing is guided by selecting a Role (i.e., character, parent, etc.,) an Audience, a Format (i.e., letter, poem, etc.), and a Topic |
| **W.2.2.**<br>**Use reference materials, such as thesaurus and dictionary.**<br><br>**W.2.3.**<br>**Use computer tools, such as thesaurus, dictionary, spell check.** | Students will use manual and technological reference materials such as dictionaries and computer Spell Check and Grammar Check. | Teacher observation<br>Samples of writing<br>Editing checklist<br>**Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:**<br>statewide<br>portfolio<br>checklist<br>observation<br>performance<br>log/journal<br>teacher-made test<br>writing | Use thesaurus and dictionary to enhance and expand use of words<br>Edit writing using dictionary, thesaurus, Grammar Check and Spell Check<br>**SEE R.2.4.-.6.** |

**Definitions of General Performance Standards**

***Advanced*** students demonstrate superior performance well beyond proficient grade-level performance. They can apply Arkansas's established reading, writing, and mathematics skills to solve complex problems and complete demanding tasks on their own. They can make insightful connections between abstract and concrete ideas and provide well-supported explanations and arguments.

***Proficient*** students demonstrate solid academic performance for the grade tested and are well-prepared for the next level of schooling. They can use Arkansas's established reading, writing, and mathematics skills and knowledge to solve problems and complete tasks on their own. Students can tie ideas together and explain the ways their ideas are connected.

***Basic*** students show substantial skills in reading, writing, and mathematics; however, they only partially demonstrate the abilities to apply these skills. They demonstrate a need for some additional assistance, commitment, or study to reach the *Proficient* level.

***Below Basic*** students fail to show sufficient mastering of skills in reading, writing, and mathematics to attain the basic level.

**Grade level: 6**
**Strand 2: Reading**

In domain scoring, which was developed in conjunction with Arkansas educators, the observation of writing is divided into several domains (categories), each comprised of various features. Each domain is evaluated holistically; the domain score indicates the extent to which the features in that domain appear to be under the control of the writer. The score is a judgment of the entire domain with all features being of equal importance.

Domains are weighted to reflect the more fundamental importance of some domains.

The domain scores, along with an awareness of the features comprising each domain, are used to plan developmental or remedial instruction for the student.

**Scoring Scale**

Each domain is scored independently using the following scale.

**4** = The writer demonstrates **consistent**, though not necessarily perfect, control* of almost all of the domain's features.
**3** = The writer demonstrates **reasonable**, though not consistent, control* of almost all of the domain's features, indicating some weakness in the domain.
**2** = The writer demonstrates enough **inconsistent** control* of several features to indicate significant weakness in the domain.
**1** = The writer demonstrates **little** or no control* of most of the domain's features.

*Control: The ability to use a given feature of written language effectively at appropriate grade level. A paper receives a higher score to the extent that it demonstrates control of the features in each domain.

**DOMAINS AND DEFINITIONS**

**CONTENT: (C)**

The Content domain includes the focusing, structuring, and elaborating that a writer does to construct an effective message for a reader. It is the creation of a product, the building of a writing intended to be read. The writer crafts his/her message for the reader by focusing on a central idea, providing elaboration of the central idea, and delivering the central idea and its elaboration in an organized text. Features are **central idea**, **elaboration**, **unity**, **organization**. Weight: 3

**STYLE: (S)**

The Style domain comprises those features that show the writer purposefully shaping and controlling language to affect readers. This domain focuses on the vividness, specificity, and rhythm of the piece and the writer's attitude and presence. Features are **selected vocabulary**, **selected information**, **sentence variety**, **tone**, and **voice**. Weight: 2

**SENTENCE FORMATION: (F)**

The Sentence Formation domain reflects the writer's ability to form competent, appropriately mature sentences to express his/her thoughts. Features are **completeness**, **non-enjambment**, **expansion through standard coordination and modifiers**, **embedding through standard subordination and modifiers**, and **standard word order**. Weight: 1

**USAGE: (U)**

The Usage domain comprises the writer's use of word-level features that cause written language to be acceptable and effective for standard discourse. Features are **standard inflections**, **agreement**, **word meaning**, and **conventions**. Weight: 1

**MECHANICS: (M)**

The Mechanics domain includes the system of symbols and cuing devices a writer uses to help readers make meaning. Features are **capitalization**, **punctuation**, **formatting**, and **spelling**. Weight: 1

**STRAND 2: READING**

**CONTENT STANDARD 1: Students will comprehend, evaluate and respond to works of literature and other kinds of writing which reflect their own cultures and developing viewpoints as well as those of others.**

Grade level: 6
Strand 2: Reading

| STUDENT LEARNING EXPECTATIONS | SIXTH GRADE BENCHMARKS | ASSESSMENTS | STRATEGIES/ ACTIVITIES |
|---|---|---|---|
| **R.1.1.**<br>**Read individually and in groups.** | Students will have daily opportunities for individual reading and frequent opportunities for group/whole class reading. | Reading logs<br>Teacher observation<br>Comprehension check (e.g., question and answer, discussion)<br>Checklist to assess group roles<br>Participation checklist<br>**Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:**<br>observation<br>performance<br>checklist<br>log/journal | Schedule D.E.A.R.* time<br>Read in Literature Circles*<br>Organize cooperative reading groups<br>Provide scheduled library periods<br>**D.E.A.R.*: Acronym for Drop Everything and Read; sustained silent reading of self-selected material<br>**Literature Circle*: Ongoing small group discussion of a work all members have read |
| **R.1.2.**<br>**Analyze related and implied main ideas and supportive details.** | Students will use increasingly complex texts to determine main ideas and supporting details. | Retelling<br>Use of appropriate graphic organizers<br>Product<br>**Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:**<br>statewide<br>teacher-made tests<br>performance<br>log /journal | Outlining in all content areas<br>Summarizing texts<br>Employ SQ3R* with expository text<br>Use Admit/Exit Slips*<br>Select and use appropriate graphic organizers (e.g., herringbone, Venn diagram, story map, clusters, webs, etc.)<br>Notetaking in appropriate content areas<br>**SEE W.1.4**<br>**SQ3R*:: A 5-step study technique--Survey, Question, Read, Recite and Review<br>***Admit/exit slips*: *Admit:* Brief responses to specific questions asked by the teacher at the beginning of class. The teacher reads the responses aloud and uses them to focus attention on the needed learning. *Exit*: Brief summaries written at the end of class of what was/was not learned by students.<br>**graphic organizer*: visual representation of information drawn from text (e.g., Venn diagram, cluster, maps, etc.)<br>See attachment for examples of graphic organizers |
| STUDENT LEARNING EXPECTATIONS | SIXTH GRADE BENCHMARKS | ASSESSMENTS | STRATEGIES/ ACTIVITIES |

**Grade level: 6**
**Strand 2: Reading**

| | | | |
|---|---|---|---|
| **R.1.3.**<br>**Analyze text using patterns of organization, such as story elements, cause and effect, comparison and contrast.** | Students will determine appropriate type of graphic organizer for use in text analysis.<br><br>Students will identify patterns of text organization to aid in comprehension. | Completed analysis organizer<br>Writing samples<br>Analysis of student essays that demonstrate comprehension of texts<br>**Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:**<br>statewide<br>portfolio<br>exhibition<br>demonstration<br>writing<br>log/journal | Teacher models use of graphic organizers<br>Students select and use independently and with teacher guidance appropriate graphic organizers<br>Use an organizer to analyze text for the purpose of speaking, writing, establishing understanding, or discussion<br>Use class discussion to analyze the substance, organization, and structure of both fiction and nonfiction texts<br>Teacher will model using transition words such as *consequently*, *as a result of*, *since*, etc. to recognize or infer organizational patterns such as cause and effect relationships in text<br>Have students practice identifying organizational patterns (e.g., cause and effect, comparison and contrast, use of symbols) using magazine articles, newspapers, content-specific text, etc.<br>**SEE LSV.1.1.** |

**Grade level: 6**
**Strand 2: Reading**

| STUDENT LEARNING EXPECTATIONS | SIXTH GRADE BENCHMARKS | ASSESSMENTS | STRATEGIES/ ACTIVITIES |
|---|---|---|---|
| **R.1.4.**<br>**Analyze literature for purpose, ideas and style of author.** | Students will identify the purposes of different types of literature of increasing complexity.<br><br>Students will use the awareness of an author's style and purpose as models for their own writing. | Samples of student writing which reflect specific purpose/style<br>A written analysis of author's purpose and style and their impact on voice (relates specifically to Content domain of ACTAAP writing rubric)<br>Checklist identification of author's purpose (to inform, to persuade, to entertain, to influence)<br>Teacher-made test to identify author's purpose in selected passages<br>**Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:**<br>statewide<br>portfolio<br>teacher-made test<br>performance<br>writing<br>log/journal | Provide examples of literature types with a variety of purposes: to inform (text, newspaper article, biography), to influence or persuade (speeches, editorials, debates), and to entertain (story, poem).<br>Read and analyze a variety of literary genres (e.g., poetry, biographies, historical fiction or appropriate adolescent literature) and works by a range of authors<br>Have students analyze passages for purpose and its effect on an author's style, tone, and voice<br>Have students write about the same topic (e.g., a science project or historical event) to two very different people (e.g., a principal and a friend)<br><br>**SEE W.1.2.** |

Grade level: 6
Strand 2: Reading

| STUDENT LEARNING EXPECTATIONS | SIXTH GRADE BENCHMARKS | ASSESSMENTS | STRATEGIES/ ACTIVITIES |
|---|---|---|---|
| **R.1.5.**<br>**Read to discern validity of written material, such as propaganda and bias.** | Students will analyze written material from a variety of independent and/or assigned sources for purpose, accuracy and impact by evaluating generalizations and specifics, source of information, fact and opinion, manipulation of language, substantiation, etc. | Samples of student writing explaining their positions<br>Samples of written comparison<br><br>**Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:**<br>statewide<br>performance<br>teacher-made test,<br>observation<br>project<br>writing<br>log/journal | Evaluate newspaper or magazine advertisements and articles based on established criteria such as credentials of author, source of information, fact and opinion, manipulation of language, substantiation, deliberate inclusion or omission of information, etc.<br>Compare different accounts of the same event and explain why the viewpoints differ<br>Use critical thinking skills in all content areas to solve problems and to make sound decisions based on interpreting printed information (e.g., travel schedules)<br><br>**SEE LSV.1.10.** |
| **R.1.6.**<br>**Read and follow directions.** | With increased complexity, students will demonstrate comprehension of written instruction by understanding, organizing, and remembering directions to perform specific tasks/assignments.<br><br>Students will apply analysis and logic to follow directions for specific learning/activities. | Teacher observation<br>Samples of writing<br><br>**Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:**<br>statewide<br>demonstration<br>writing<br>teacher-made test<br>observation<br>performance<br>portfolio<br>log/journal | Conduct science experiments<br>Work and explain a math problem<br>Rewrite instructions in a different format (such as a sequence list from a paragraph)<br>Given jumbled instructions, students will reorganize them using logic and analytical thinking<br>Read a manual to follow directions such as resetting one's watch or setting an alarm clock or the VCR<br>Read and follow recipes or follow instructions for a craft project<br>Play games which require reading directions before the game is played<br><br>**SEE W.1.4, LSV.1.3., LSV.1.4** |

Grade level: 6
Strand 2: Reading

| STUDENT LEARNING EXPECTATIONS | SIXTH GRADE BENCHMARKS | ASSESSMENTS | STRATEGIES/ ACTIVITIES |
|---|---|---|---|
| **R.1.7.**<br>**Apply syntactic, semantic and phonetic cues to decode and construct meaning from print.** | Students will use knowledge of word structure (root words, inflectional endings, compound words, contractions, prefixes and suffixes, word derivatives and origins) to decode and comprehend text.<br><br>Students will integrate context cues, knowledge of word and sentence structure, and graphophonic cues to decode and comprehend text.<br><br>Students will use knowledge of structure, context, and graphophonic cues to decode and comprehend content specific vocabulary. | Teacher observation<br>Question & Answer<br>Writing to demonstrate comprehension<br>Teacher observation of oral reading<br>Anecdotal records*<br>Miscue analysis*<br>**anecdotal notes*: Brief written records of observed behavior<br>**miscue analysis*: A formal examination of deviation from the text in oral reading<br>**Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:**<br>statewide<br>demonstration<br>writing<br>teacher-made test<br>observation<br>performance<br>portfolio<br>log/journal | When students are reading orally, teacher prompts them according to neglected syntactic, semantic and graphophonic cues*<br>Students will monitor their own comprehension and make modifications when understanding breaks down using appropriate strategies such as self-correct, reread, read on, slow down at difficult points, self-question, summarize, search for cues, substitute familiar words, etc.<br>Cloze technique*<br>**SEE LSV.1.8.**<br>**graphophonic cues*:: Visual hints such as pictures that help a reader identify and associate print with sound<br>**Cloze*: A technique of supplying strategically omitted words in sentences or passages that requires the reader to use context analysis to the supply the missing word(s). (Sometimes limited graphophonic cues, such as the first letter of a missing word, are given.)<br>**syntactic cues*: How words are combined into sentences<br>**semantic cues*: The meaning of words (e.g., synonyms, homonyms, multiple meanings of the same word, etc.)<br>**phonetic cues*: Association of letters with sound |
| **R.1.8.**<br>**Employ background knowledge to aid in reading and writing, comprehension, problem-solving strategies and critical thinking.** | Students will evaluate new information by testing it against known information and ideas in pleasure and functional reading.<br><br>Students will discuss and/or write about different perspectives and interpretations of the same text.<br><br>Students will be able to discuss or respond in writing to literal and inferential information based on prior knowledge. | Teacher observation<br>Participation in class discussion<br>KWL chart for portfolio<br>**Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:**<br>statewide<br>demonstration<br>writing<br>teacher-made test<br>observation<br>performance<br>portfolio<br>log/journal | Pre-reading activity: teacher helps students connect lesson concept to prior personal /literary experiences, make predictions, preview the text, consult the index to locate information, etc.<br>Complete KWL or other graphic organizer that connects prior knowledge to new learning<br><br>**SEE W.1.7-.11. (writing process), LSV.1.12.** |

**Grade level: 6**
**Strand 2: Reading**

**STRAND 2: READING**

**CONTENT STANDARD 1: Students will comprehend, evaluate and respond to works of literature and other kinds of writing which reflect their own cultures and developing viewpoints as well as those of others.**

| STUDENT LEARNING EXPECTATIONS | SIXTH GRADE BENCHMARKS | ASSESSMENTS | STRATEGIES/ ACTIVITIES |
|---|---|---|---|
| **R.1.9.**<br>**Analyze features and organization of the text, e.g., bold type, glossary.** | Students will use the design, structure, and organizing features of printed material (headings, subheadings, placement of text questions, basic parts of the text, bold and italic typefaces, sidebars, etc.) to study and sort information. | Outlines<br>Written and oral summaries and paraphrases<br>Contribution to discussion<br>Teacher observation<br>Question and answer<br>**Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:**<br>statewide<br>demonstration<br>writing<br>teacher-made test<br>observation<br>performance<br>portfolio<br>log/journal | Familiarize students with features of textbooks and other references as tools for locating information and as study aids<br>Use headings and subheadings to make an outline<br>Search the text to find specific information<br>Summarize information in graphics (maps, pictures, boxes, charts, etc.) to extend the learning in all content areas<br><br>**SEE LSV.1.4, W.2.2-.3** |
| **R.1.10.**<br>**Compare literary elements, e.g., setting, character traits.** | Students will identify in small group and/or whole class discussion and/or in writing assignments the similarities and differences in literary elements of a variety of genres from a variety of cultures.<br><br>Students will improve skills of comparison and contrast by independently choosing and using graphic organizers or other techniques of analysis. | Student writing samples<br>Venn diagram<br>Story map/ oral presentation<br>**Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:**<br>statewide<br>exhibition<br>demonstration<br>checklist<br>personal journal<br>writing<br>teacher-made test<br>observation<br>performance<br>portfolio<br>log/journal | Teacher models use of graphic organizers as tools for identifying and organizing elements for comparison<br>Use a variety of literary genre to compare setting, character, plot, theme, style, etc.<br>Categorize details for comparison as a pre-writing activity for a writing assignment<br>Practice with a variety of organizers for comparing a range of content-specific and literary texts<br>Write comparative essays<br>**SEE W.2.5.** |

Grade level: 6
Strand 2: Reading

| STUDENT LEARNING EXPECTATIONS | SIXTH GRADE BENCHMARKS | ASSESSMENTS | STRATEGIES/ ACTIVITIES |
|---|---|---|---|
| **R.1.11.**<br>**Apply literal and inferential comprehension strategies to analyze a variety of genres from diverse cultures and time periods.** | Reading literary and content text from a variety of genres, historical periods, nationalities and ethnicities, students will compare differences and similarities of life experiences, language, history, and customs of people.<br><br>Students will be able to sort literal and implied information to discern connections between their own lives and the lives and history of people from other periods and cultures.<br><br>Students will explore how the modern world is/has been influenced by the literature and events of the past. | Samples of student writing<br>Observation of reading and participation in discussion<br>**Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:**<br>statewide<br>demonstration<br>personal journal<br>writing<br>teacher-made test<br>observation<br>performance<br>portfolio<br>log/journal | Teacher models making literal interpretations and drawing inferences from text (Literal comprehension strategies include skimming and sequencing; inferential strategies include predicting, drawing conclusions and making generalizations.)<br>To make inferences, read versions of the same tale from different cultures.<br>Use literature representative of other periods and cultures to make connections with the present (e.g., education, family structures, social customs, etc.)<br>**SEE LSV.1.5, LSV.1.7.** |

**Grade level: 6**
**Strand 2: Reading**

| STUDENT LEARNING EXPECTATIONS | SIXTH GRADE BENCHMARKS | ASSESSMENTS | STRATEGIES/ ACTIVITIES |
|---|---|---|---|
| **R.1.12.**<br>**Establish purpose for reading.**<br><br>**R.2.1.**<br>**Read a variety of materials for a variety of purposes.** | Students will read self- and teacher-selected materials from the range of content areas for a variety of reasons such as pleasure, information, explanation, instruction, problem-solving, research, etc.<br><br>Students will determine purpose for reading such as pleasure, gaining information, investigation and research, etc.<br><br>Students will demonstrate an awareness of the need to read for various non-academic reasons such as to acquire instructions, make menu choices, find a location, etc.<br><br>Students will use reading to direct writing and speaking.<br><br>Students will use printed material as a model for their writing. | Teacher observation of student selection of appropriate material for assignment or pleasure<br>Reading logs<br>**Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:**<br>statewide<br>demonstration<br>checklist<br>writing<br>teacher-made test<br>observation<br>performance<br>portfolio<br>project<br>log/journal | Identify modes of discourse: descriptive, narrative, persuasive, informative.<br>Use activities to establish prior learning and predict new learning such as KWL chart, SQ3R*, or developing essential questions*<br>Read for various purposes: enjoyment, find main ideas, learn new information, find answers to questions, summarize important ideas, investigate, get directions, etc. (e.g., recipes, menus, transportation schedules, graphs and charts, Internet, fiction, content textbooks, research materials)<br>**SEE LSV.1.5, W.1.2, LSV.1.6, LSV.1.10.**<br><br>**SQ3R*: see R.1.2.<br>**Essential question*: Organizes the most important concept to be learned |

Grade level: 6
Strand 2: Reading

| STUDENT LEARNING EXPECTATIONS | SIXTH GRADE BENCHMARKS | ASSESSMENTS | STRATEGIES/ ACTIVITIES |
|---|---|---|---|
| **R.1.13.**<br>**Demonstrate proficiency in oral reading, e.g., shared reading activities.** | Students will read orally when appropriate (choral reading, speeches, difficult material, poetry, etc.)<br><br>Students will read orally with fluency (accuracy, expression, appropriate phrasing and attention to punctuation). | Teacher observation<br>Observation checklist<br>Audio tape for portfolio<br>**Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:**<br>statewide<br>demonstration<br>checklist<br>writing<br>teacher-made test<br>observation<br>performance<br>portfolio<br>log/journal | Teacher models appropriate phrasing, diction, and expression in oral reading<br>Provide opportunities for oral reading<br>Organize Readers Theatre<br>Practice choral reading<br>Read plays<br>Read literature and content specific texts aloud<br>Read their own writing<br>Provide Author's Chair*<br>Read speeches and poetry<br>Read to other groups (younger children or older adults)<br>Tape record student reading<br>**SEE LSV.1.1, LSV.1.14, LSV.1.7., LSV.1.8.**<br>*Author's chair.* Students sit in the designated chair to read aloud a finished, selected piece of their own writing. Peers respond. |

**Grade level: 6**
**Strand 2: Reading**

| STUDENT LEARNING EXPECTATIONS | SIXTH GRADE BENCHMARKS | ASSESSMENTS | STRATEGIES/ ACTIVITIES |
|---|---|---|---|
| **R.1.14.**<br>**Expand content-specific and personal vocabularies in reading.** | Students will incorporate words learned from reading narrative and expository texts into their own reading and writing activities.<br><br>Students will use vocabulary building activities.<br><br>Students will use various reference aids such as dictionary, thesaurus, rhyming dictionary, synonym dictionary and software.<br><br>Students will recognize dialect, colloquialisms, slang and jargon, their origins and meanings, and their effect on spoken and written language. | Personal Dictionary<br>Teacher Observation<br>Samples of writing<br>Illustrations of idioms<br>Projects<br>Completion of exercises<br>**Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:**<br>statewide<br>teacher-made test<br>portfolio<br>checklist<br>observation<br>performance<br>demonstration<br>log/journal<br>writing | Word mapping*<br>Write a story using new words in context<br>Teacher models use of the vocabulary words<br>Dictionary scavenger hunt*<br>Write poetry and jingles using a rhyming dictionary<br>Use a manual, trade book, literature or content-specific passage to design vocabulary instruction<br>Use vocabulary building activities such as lists, word wall, word bank, personal dictionary, word chain, etc.<br>Study word analogies<br>Illustrate literal meanings of idioms<br>Explore use of words in different contexts<br>Study the "nym" words (homonym, synonym, antonym)<br>Discuss dialect, colloquialisms, slang and jargon, their origins and meanings, and their effect on spoken and written language<br>Play word games such as crossword puzzles, anagrams, puns, etc.<br>Use technology as available and appropriate<br>**SEE LSV.1.2, W.2.4.**<br>**word map*: Write a word in a center circle and then draw rays from the center and write significant information about the word to make connections between the study and the word<br>See Fifth Grade R.1.14. for example.<br><br>* *Dictionary scavenger hunt*: Teacher-made list of questions for students to answer from various parts of the dictionary (e.g., How long is__? What is the original meaning of __? What did __ invent?) |

Grade level: 6
Strand 2: Reading

| STUDENT LEARNING EXPECTATIONS | SIXTH GRADE BENCHMARKS | ASSESSMENTS | STRATEGIES/ ACTIVITIES |
|---|---|---|---|
| **R.1.15.**<br>**Employ comprehension strategies, such as prediction, skimming and sequencing.** | Students will comprehend text by using such strategies as analysis, prediction, determination of main points, inference, experience, sequence, etc.<br><br>Students will select and adjust strategies appropriate to the purposes for reading and the type of text. | Teacher observation<br>Question and answer<br>Anecdotal notes<br>Rubric<br>**Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:**<br>statewide<br>teacher-made test<br>portfolio<br>checklist<br>observation<br>performance<br>demonstration<br>log/journal<br>writing | Use information to make and refine predictions<br>Determine main points by outlining and summarizing<br>Sequence events in reading passages<br>Make inferences based on prior knowledge and new reading<br><br>**SEE LSV.1.1., LSV.1.7** |
| **R.1.16.**<br>**Evaluate and react critically to what has been read.** | Students will respond in speaking and/or writing to open-ended questions requiring evaluation in all content areas.<br><br>Students will support conclusions with information drawn from text and their own experiences. | Analysis of student writing reflecting position and defense<br>Debates<br>Teacher observation of student participation in discussion<br>**Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:**<br>statewide<br>teacher-made test<br>portfolio<br>checklist<br>observation<br>performance<br>demonstration<br>log/journal<br>writing | Evaluate characters' decisions<br>Respond in speaking and/or writing to open-ended questions requiring comparison, inferences, analysis, and evaluation in all content areas (e.g., literary elements, social and environmental issues, etc.)<br><br>**SEE W.1.2-.4., LSV.1., LSV.2.6., LSV.1.11.** |

Grade level: 6
Strand 2: Reading

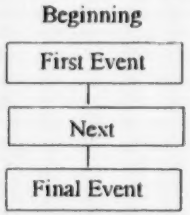
**STRAND 2: READING**
**CONTENT STANDARD 2: Students will demonstrate a willingness to use reading to continue to learn, to communicate and to solve problems independently.**

| STUDENT LEARNING EXPECTATIONS | SIXTH GRADE BENCHMARKS | ASSESSMENTS | STRATEGIES/ ACTIVITIES |
|---|---|---|---|
| **R.2.2.**<br>**Self-select reading materials from libraries and other sources.**<br><br>**R.2.3.**<br>**Choose reading to satisfy, extend and expand personal interests.** | Students will select reading materials that interest them and/or extend their content learning and are at their independent reading level. | Reading Log<br>Teacher Observation<br>Reading Record<br>Participation in book talk<br>**Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:**<br>portfolio<br>checklist<br>observation<br>performance<br>log/journal | Apply Five Finger Strategy* when selecting a book<br>Provide D.E.A.R. time<br>Scheduled library time<br>Book talks*<br>Book clubs<br>Best book list for class<br>**SEE W.1.5, LSV.1.9, LSV.1.11.**<br>**Five Finger Strategy*: A simple approximation of reading level to determine appropriateness for independent reader: if more than five unknown words appear on a page of text, the book is likely too challenging<br>D.E.A.R.: see R.1.1.<br>**Book talk*: A brief introduction designed to entice students to choose a particular book for reading |
| **R.2.4.**<br>**Choose reading as an information-gathering tool to develop informed opinions and make decisions.**<br><br>**R.2.5.**<br>**Read to research an idea using various technical resources.**<br><br>**R.2.6.**<br>**Use library and reference skills.** | Students will use multiple print and technological resources to gather information which addresses specified questions.<br><br>Students will use available technology to conduct research on an assigned or self-selected topic.<br><br>Students will interpret information presented in graphs, tables, maps, diagrams.<br><br>Students will use the card catalogue and available technological search engines.<br><br>Students will use available technology to contact experts and authors when appropriate. | Product of research<br>Teacher observation<br>Appropriate Rubrics<br>Question and answer<br>**Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:**<br>statewide<br>teacher-made test<br>portfolio<br>checklist<br>observation<br>performance<br>demonstration<br>log/journal<br>project<br>exhibition | Plan and develop a research project<br>Conduct a Library Scavenger Hunt<br>Verify a "fact"<br>Read and creat bar graphs, line graphs, pictographs, and tables<br>Provide practice in map reading<br>Read, label, interpret and create a diagram (e.g., nutrition, math, collected data, etc.)<br>Convert information to a graph<br>Schedule directed library time to use resources<br>Use magazines, encyclopedias, dictionaries, atlases, almanacs, etc. to find answers to specific questions.<br><br>**SEE W.1.1.-.3, W.2.2-.3., W.1.5.** |

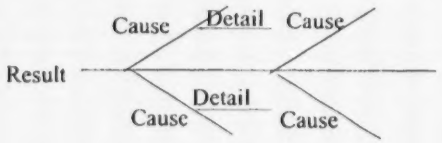
**Grade level: 6**
**Strand 2: Reading**

## Additional Examples of Graphic Organizers

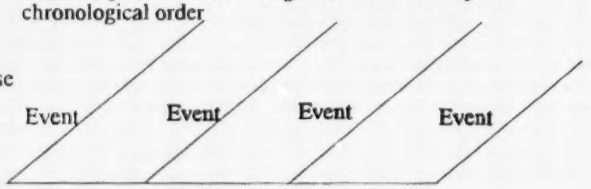
**Chain of Events**: used to describe the stages of an event, the actions of a character, the steps in a procedure, etc.



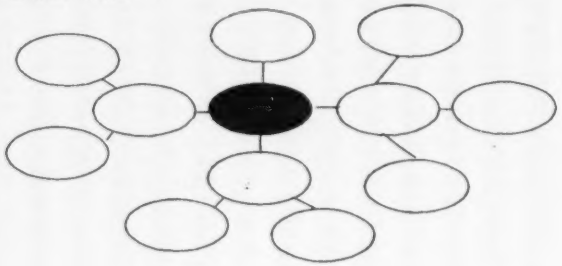

**Fishbone/Herringbone**: may be used to indicate cause and effect or problem and possible solution

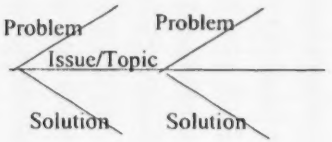



**Time Sequence Pattern:** organize events in a specific chronological order




**Clustering**: a way to generate ideas, feelings, etc. around a stimulus word

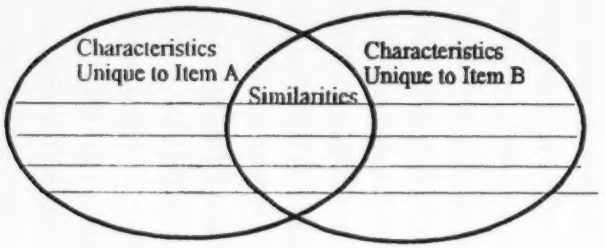




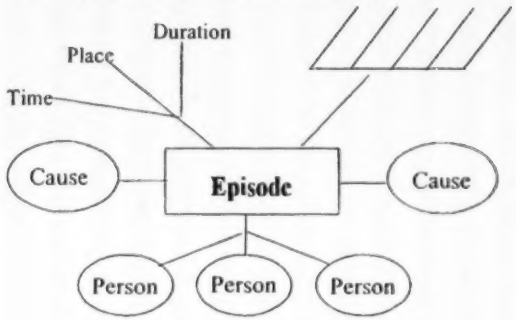

**Comparison/ Contrast**: used to show similarities and differences

| | Name 1 | Name 2 |
|---|---|---|
| Attribute 1 | | |
| Attribute 2 | | |
| Attribute 3 | | |

Compare/Contrast **Venn Diagrams**




**Episode Patterns**: organize a large quantity of information about specific events, including 1) a setting, 2) specific people, 3) a specific duration, 4) a specific sequence of events, and 5) a particular cause and effect.



**Grade level: 6**
**Strand 3: LISTENING, SPEAKING AND VIEWING**

**STRAND 3: LISTENING, SPEAKING AND VIEWING**
**CONTENT STANDARD 1: Students will develop and apply the communication skills of speaking, listening and viewing through a variety of informal and formal opportunities.**

| STUDENT LEARNING EXPECTATIONS | SIXTH GRADE BENCHMARKS | ASSESSMENTS | STRATEGIES/ ACTIVITIES |
|---|---|---|---|
| **LSV.1.1. Respond orally to materials read, e.g., book reports, cooperative groups, literature circles.**<br><br>**LSV.1.14 Use clear, concise language when speaking.** | Students will daily converse with classmates about assigned or pleasure reading in various subject areas.<br><br>Students will frequently make oral presentations to small groups or whole class about assigned or self-selected reading or viewing. | Oral presentation rubric<br>Teacher observation<br>Student reflection<br>Participation<br>**Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:**<br>portfolio<br>checklist<br>observation<br>performance<br>exhibition<br>demonstration<br>log/journal | Assign cooperative group discussions<br>Organize Literature Circles/discussions<br>Assign frequent oral presentations to small groups or whole class about assigned reading or viewing (e.g., story retelling)<br>Present a convincing argument to compare/contrast points of view<br>Plan for focused class discussion in all disciplines<br>**SEE R.1.3, R.1.10., R.1.13., R.1.15., R.1.16., R.2.1., W. 1.2., W.1.3., W.2.5.**<br>**Literature Circle*: Ongoing small group discussion of a work all members have read. |
| **LSV.1.2. Expand content-specific and personal vocabularies in listening and speaking.** | Students will demonstrate expansion of vocabulary by using words and expressions learned in content and personal reading and listening experiences. | Teacher observation of correct use in context<br>Oral presentation rubric<br>Listening log<br>**Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:**<br>statewide<br>portfolio<br>checklist<br>observation<br>performance<br>demonstration<br>log/journal<br>writing | Use content specific vocabulary in oral presentations (e.g., science project)<br>Record in a log words or examples from listening to others to learn new vocabulary (e.g., sportscasters to develop awareness of stronger action verbs or poets for concise expression)<br>Create "advertisements" for new words<br>**SEE R.1.14.** |

**Grade level: 6**
**Strand 3: LISTENING, SPEAKING AND VIEWING**

| STUDENT LEARNING EXPECTATIONS | SIXTH GRADE BENCHMARKS | ASSESSMENTS | STRATEGIES/ ACTIVITIES |
|---|---|---|---|
| **LSV.1.3. Comprehend oral instructions.**<br><br>**LSV.1.4. Give and follow directions.**<br><br>**LSV.1.14 Use clear, concise language when speaking.** | With increased complexity, students will demonstrate comprehension of spoken instruction by understanding, organizing, and remembering directions to perform specific tasks/assignments.<br><br>Students will apply analysis and logic to create directions for specific learning/activities. | Performing a task based on oral instructions<br>Students create and give instructions<br>Task specific rubrics for giving directions or following directions<br>**Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:**<br>statewide<br>teacher-made test<br>writing<br>checklist<br>observation<br>performance<br>demonstration<br>log/journal | Provide practice in interpreting and creating oral instructions (e.g., playing a game, giving directions, etc.)<br>Provide practice in following directions to complete a project (e.g., writing a letter of complaint, telling how to work a math problem, etc.)<br>Pair students to give and follow instructions (e.g., how to work a math problem, how to correct an error, how to search the Internet or send e-mail, etc.)<br><br>**SEE R.1.6., W.1.4.** |
| **LSV.1.5. Listen and contribute to discussions.**<br><br>**LSV.1.I4. Use clear, concise language when speaking.** | Students will generate and contribute to small group and whole class discussions.<br><br>Students will provide supportive verbal and nonverbal cues to participants in a discussion to encourage the exchange of ideas. | Teacher observation of participation<br>Performance task<br>**Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:**<br>writing<br>checklist<br>observation<br>performance<br>demonstration<br>log/journal | Assign group roles<br>Role play protocol for group discussion (e.g., speaking in turn, waiting to be recognized, etc.)<br>Role play parliamentary procedure<br>Conduct interviews with individuals or groups<br>Have a debate<br><br>**SEE R.1.11, R.1.12., R.1.16, R.2.1.** |
| **STUDENT LEARNING EXPECTATIONS** | **SIXTH GRADE BENCHMARKS** | **ASSESSMENTS** | **STRATEGIES/ ACTIVITIES** |

**Grade level: 6**
**Strand 3: LISTENING, SPEAKING AND VIEWING**

| | | | |
|---|---|---|---|
| **LSV.1.6. Analyze and evaluate what is heard.**<br><br>**LSV.1.10. Recognize propaganda, bias and censorship.** | Students will listen to individuals, speakers, performances, news and entertainment sources, etc.<br><br>Students will analyze what they hear for purpose, accuracy and impact by evaluation of generalizations and specifics, source of information, fact and opinion, manipulation of language, substantiation, etc. | Oral presentation Rubric<br>Performance task<br>**Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:**<br>statewide<br>teacher-made test<br>writing<br>checklist<br>observation<br>performance<br>demonstration<br>log/journal<br>exhibition<br>portfolio | Critique public performances (e.g.,broadcast news, tv/radio commercials, tv programs, campaign speeches, movies, recorded music, etc.) based on class-developed criteria (e.g., accuracy and relevancy)<br>Redesign commercial to eliminate bias, confusing language, propaganda<br>Practice conflict resolution<br><br>**SEE LSV.1.5., R.1.5., R.1.16., R.2.1.** |
| **LSV.1.7. Summarize and paraphrase what others have said.**<br><br>**LSV.1.14. Use clear, concise language when speaking.** | Students will demonstrate ability to paraphrase by restating spoken passages of various lengths.<br><br>Students will demonstrate ability to summarize by selecting and ordering significant information related to a central idea or event. | Retelling checklist<br>Retelling rubric<br>Tape recording of retelling<br>Teacher observation<br>**Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:**<br>statewide<br>teacher-made test<br>writing<br>checklist<br>observation<br>performance<br>demonstration<br>portfolio<br>log/journal | Retell information by correct sequencing, selecting significant points, rephrasing and restating (e.g., summarize a guest speaker's presentation)<br>Redesign commercials for a different audience<br><br>**SEE R.1.9., R.1.11., R.1.13., R.1.15.** |

**Grade level: 6**
**Strand 3: LISTENING, SPEAKING AND VIEWING**

| STUDENT LEARNING EXPECTATIONS | SIXTH GRADE BENCHMARKS | ASSESSMENTS | STRATEGIES/ ACTIVITIES |
|---|---|---|---|
| **LSV.1.8.**<br>**Read orally with meaning and expression.** | Students will demonstrate ability to read with expression appropriate to content in a variety of genres such as poetry, narrative, expository text, plays, etc. | Teacher observation<br>Observation checklist<br>Audio and/or video tape for portfolio<br>**Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:**<br>portfolio<br>checklist<br>observation<br>performance | Teacher models appropriate phrasing, diction, expression<br>Provide opportunities for practice<br>Organize Readers Theatre<br>Practice choral reading<br>Read plays<br>Read aloud literature and content-specific texts<br>Read their own and peer writing<br>Provide Author's Chair*<br>Read speeches and poetry<br>Read to other groups (younger children or older adults)<br>Take record student reading<br>**SEE R.1.7.,R.1.13., R.2.1.**<br>*Author's Chair: Students sit in the designated chair to read aloud a finished, selected piece of their own writing. eers respond. |
| **LSV.1.9.**<br>**Plan, develop and produce a visual presentation, using a variety of media such as videos, newspapers, magazines and computer images.** | Students will present an individual or group visual project that purposefully communicates a specific student- or teacher-directed message to a targeted audience. | Task-specific rubric<br>Teacher observation<br>Product/performance task<br>**Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:**<br>checklist<br>observation<br>performance<br>demonstration<br>exhibition<br>log/journal | Possible forms of presentations:<br>Collage<br>Video<br>Slide presentation<br>Poster/chart<br>Song<br>Drawing/painting<br>Dance<br>**SEE W.1.5., W.2.2., W.2.3., R.2. 2.-.6.** |
| **STUDENT LEARNING EXPECTATIONS** | **SIXTH GRADE BENCHMARKS** | **ASSESSMENTS** | **STRATEGIES/ ACTIVITIES** |

**Grade level: 6**
**Strand 3: LISTENING, SPEAKING AND VIEWING**

| | | | |
|---|---|---|---|
| **LSV.1.11.**<br>**Speak before a group to express or defend an opinion, present information, tell a story and share a visual display.**<br><br>**LSV.1.15.**<br>**Exhibit effective use of body and voice.** | Students will have multiple opportunities to prepare and make presentations before large and small groups in both formal and informal settings. | Oral presentation<br>Oral presentation rubric<br>**Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:**<br>checklist<br>observation<br>performance<br>demonstration<br>exhibition<br>portfolio<br>log/journal | Deliver planned oral presentations using language appropriate for the purpose and audience<br>Identify methods to manage or overcome communication anxiety and apprehension (e.g., outlines and repetitive practice)<br>**SEE R.1.16., R.2.1.-.6.** |
| **LSV.1.12.**<br>**Conduct an interview.** | Students will demonstrate the ability to initiate questions and conduct an interview. | Self evaluation/ reflection<br>Give an oral report based on the interview<br>Post interview conference with teacher<br>**Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:**<br>statewide<br>teacher-made test<br>writing<br>checklist<br>observation<br>performance<br>demonstration<br>log/journal | Formulate/prepare appropriate questions<br>Practice interviewing<br>Analyze a professional interview<br>Learn basic protocol of interviewing*<br>Practice notetaking/tape recording of interview<br>Interview for specific purpose (e.g., someone who was a teenager in the 1940s)<br>**SEE W.1.5, R.1.8.**<br><br>*Know the purpose, prepare open-ended questions, make an appointment, be on time, take accurate notes and ask clarifying questions, check facts, express appreciation, be accurate |
| **LSV.1.13.**<br>**Make and respond to introductions.** | Students will demonstrate the ability to greet and present classroom visitors to others.<br><br>Students will respond appropriately and courteously when being introduced.<br><br>Students will make proper introductions at the appropriate time. | Teacher and peer observation<br>**Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:**<br>checklist<br>observation<br>performance<br>demonstration<br>portfolio<br>log/journal | Role play using proper etiquette such as looking at people being introduced; saying each person's name clearly; telling something interesting about each person; saying the older person's name first when introducing an older person to a younger person, shaking hands, and standing to be introduced, etc.<br>Recognize and show respect for cultural differences and customs in making and responding to introductions |

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

# NOTICE

## Reproduction Basis

☑ This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

☐ This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").